

Horrell Hill Elementary

517 Horrell Hill Road
Hopkins, South Carolina 29061

Grades	PK-5 Elementary School	
Enrollment	591 Students	
Principal	Parthenia Satterwhite	803-783-5545
Superintendent	Dr. Allen J. Coles	803-231-7500
Board Chair	Lane Quinn	803-231-7556

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	20	72	12	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Unsatisfactory	No
2004	Good	Unsatisfactory	Yes
2005	Average	Unsatisfactory	No
2006	Average	Unsatisfactory	Yes

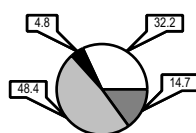
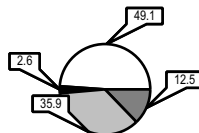
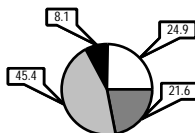
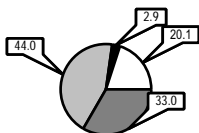
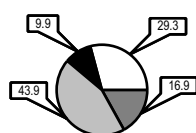
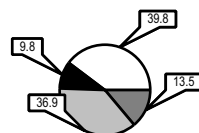
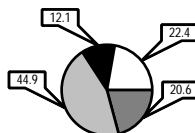
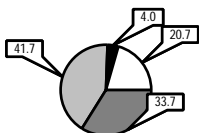
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

95.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	306	99.7	19.9	44.1	33.1	2.9	49.6	Yes	Yes
Gender									
Male	153	99.3	21.0	48.6	29.0	1.4	46.4	N/A	N/A
Female	153	100.0	18.7	39.6	37.3	4.5	53.0	N/A	N/A
Racial/Ethnic Group									
White	81	98.8	17.6	35.1	45.9	1.4	64.9	Yes	Yes
African American	210	100.0	21.4	48.1	27.8	2.7	43.3	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	269	99.6	13.3	47.1	36.3	3.3	54.2	N/A	N/A
Disabled	37	100.0	68.8	21.9	9.4	0.0	15.6	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	306	99.7	19.9	44.1	33.1	2.9	49.6	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	306	99.7	19.9	44.1	33.1	2.9	49.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	181	100.0	24.4	45.5	28.8	1.3	40.4	Yes	Yes
Full-pay meals	125	99.2	13.8	42.2	38.8	5.2	62.1	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	306	99.7	24.6	45.6	21.7	8.1	43.8	Yes	Yes
Gender									
Male	153	99.3	21.0	51.4	20.3	7.2	44.9	N/A	N/A
Female	153	100.0	28.4	39.6	23.1	9.0	42.5	N/A	N/A
Racial/Ethnic Group									
White	81	98.8	12.2	51.4	25.7	10.8	60.8	Yes	Yes
African American	210	100.0	30.5	42.8	19.8	7.0	36.9	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	269	99.6	21.3	45.4	24.2	9.2	48.3	N/A	N/A
Disabled	37	100.0	50.0	46.9	3.1	0.0	9.4	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	306	99.7	24.6	45.6	21.7	8.1	43.8	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	306	99.7	24.6	45.6	21.7	8.1	43.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	181	100.0	28.8	45.5	18.6	7.1	36.5	Yes	Yes
Full-pay meals	125	99.2	19.0	45.7	25.9	9.5	53.4	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	306	99.7	48.9	36.0	12.5	2.6	15.1
Gender							
Male	153	99.3	47.8	37.7	11.6	2.9	14.5
Female	153	100.0	50.0	34.3	13.4	2.2	15.7
Racial/Ethnic Group							
White	81	98.8	35.1	41.9	18.9	4.1	23.0
African American	210	100.0	55.1	33.2	10.2	1.6	11.8
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	269	99.6	45.0	38.3	13.8	2.9	16.7
Disabled	37	100.0	78.1	18.8	3.1	0.0	3.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	306	99.7	48.9	36.0	12.5	2.6	15.1
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	306	99.7	48.9	36.0	12.5	2.6	15.1
Socio-Economic Status							
Subsidized meals	181	100.0	58.3	30.8	10.3	0.6	10.9
Full-pay meals	125	99.2	36.2	43.1	15.5	5.2	20.7

Social Studies							
All Students	306	99.7	32.0	48.5	14.7	4.8	19.5
Gender							
Male	153	99.3	30.4	48.6	14.5	6.5	21.0
Female	153	100.0	33.6	48.5	14.9	3.0	17.9
Racial/Ethnic Group							
White	81	98.8	23.0	51.4	17.6	8.1	25.7
African American	210	100.0	35.3	47.6	13.4	3.7	17.1
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	269	99.6	29.2	49.2	16.3	5.4	21.7
Disabled	37	100.0	53.1	43.8	3.1	0.0	3.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	306	99.7	32.0	48.5	14.7	4.8	19.5
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	306	99.7	32.0	48.5	14.7	4.8	19.5
Socio-Economic Status							
Subsidized meals	181	100.0	38.5	47.4	10.9	3.2	14.1
Full-pay meals	125	99.2	23.3	50.0	19.8	6.9	26.7

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	93	100.0	10.8	27.7	45.8	15.7	61.4
	4	86	98.8	24.4	45.1	30.5	0.0	30.5
	5	105	100.0	34.0	40.4	24.5	1.1	25.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	101	100.0	18.0	43.8	37.1	1.1	38.2
	4	102	100.0	20.6	39.2	36.1	4.1	40.2
	5	103	99.0	20.9	50.0	25.6	3.5	29.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	93	100.0	10.8	65.1	15.7	8.4	24.1
	4	86	100.0	28.9	41.0	19.3	10.8	30.1
	5	105	100.0	33.0	51.1	8.5	7.4	16.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	101	100.0	24.7	51.7	21.3	2.2	23.6
	4	102	100.0	21.6	41.2	26.8	10.3	37.1
	5	103	99.0	27.9	44.2	16.3	11.6	27.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	93	100.0	34.9	45.8	16.9	2.4	19.3
	4	86	100.0	36.1	36.1	18.1	9.6	27.7
	5	105	100.0	54.3	31.9	5.3	8.5	13.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	101	100.0	52.8	33.7	13.5	0.0	13.5
	4	102	100.0	46.4	37.1	11.3	5.2	16.5
	5	103	99.0	47.7	37.2	12.8	2.3	15.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	93	100.0	15.7	51.8	27.7	4.8	32.5
	4	86	100.0	22.9	65.1	10.8	1.2	12.0
	5	105	100.0	51.1	38.3	8.5	2.1	10.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	101	100.0	16.9	51.7	23.6	7.9	31.5
	4	102	100.0	33.0	49.5	14.4	3.1	17.5
	5	103	99.0	46.5	44.2	5.8	3.5	9.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 591)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	1.6%	Down from 2.5%	3.2%	2.8%
Attendance rate	96.3%	Up from 95.6%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 3.9%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 1.8%	0.0%	0.0%
Eligible for gifted and talented	15.3%	Down from 16.7%	10.0%	10.4%
On academic plans	39.7%	N/AV	39.2%	33.6%
On academic probation	26.5%	N/AV	1.3%	1.0%
With disabilities other than speech	4.9%	Up from 4.8%	8.1%	7.5%
Older than usual for grade	0.4%	Up from 0.0%	1.0%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.9%	0.0%	0.0%
Teachers (n= 42)				
Teachers with advanced degrees	59.5%	Up from 56.1%	53.3%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	17.2%	N/A	0.0%	2.4%
Teachers with emergency or provisional certificates	5.4%	Up from 3.2%	0.0%	0.0%
Teachers returning from previous year	87.6%	Up from 83.9%	87.5%	87.3%
Teacher attendance rate	94.5%	Up from 93.9%	94.8%	94.9%
Average teacher salary	\$41,533	Down 0.9%	\$42,390	\$42,485
Prof. development days/teacher	11.8 days	Up from 8.9 days	14.0 days	13.3 days
School				
Principal's years at school	19.0	Up from 18.0	4.0	4.0
Student-teacher ratio in core subjects	21.6 to 1	Up from 15.8 to 1	18.3 to 1	18.6 to 1
Prime instructional time	88.9%	No change	89.4%	89.7%
Dollars spent per pupil*	\$6,279	Up 10.9%	\$6,344	\$6,557
Percent of expenditures for teacher salaries*	72.8%	Down from 75.2%	64.2%	64.0%
Percent of expenditures for instruction*	79.3%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	7.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	11.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Horrell Hill Elementary School made significant progress during this school year. The instructional program was enhanced by using the computer lab, an extended writing assistance program, and an after-school tutoring program for students who scored below basic in reading and/or math. Our annual Family Math, Science and Technology Nights were held. Our VIP Club (Very Involved Persons) promoted parent and community involvement and provided strategies for parents to assist with academic success. First Steps is still housed on our campus and continues to assist parents of preschool children to improve readiness for school.

The PTO and School Improvement Council met regularly. The PTO provided supplemental materials for teachers and students, as well as staff incentives. Teacher skills were enhanced through staff participation in professional development activities, conferences, workshops, and graduate classes. While test results indicated improvement in some areas, they also indicated a need to focus additional effort on developing and improving students' reading/writing and math skills. Our focus on writing included a school-wide writing initiative through our Character Education Program and a three-year research project through our PDS II Connection.

A fourth grade student won the Creative Excellence Award in the District's Photography Visual Arts Contest and received a \$500 United States Series E Bond. A first grade student won 1st place in the 2006 Kids Safety Calendar Art Contest, which is sponsored by the Office of the Governor and Safe Kids South Carolina. Two classes placed 1st in the Richland County Farm-City Week Bulletin Board Contest. A fifth grade student's poem was selected to be published in the Richland County Public Library's "Kids in Print" publication. Three Destination Imagination teams placed 1st, 2nd, and 3rd in their categories for the state. Two of the teams competed at Global Finals (International Problem-Solving Competition) in Knoxville, Tennessee.

Community involvement included our partnership with the University of South Carolina as a Professional Development School. Community outreach programs included Service Learning Projects: students sang at two assisted-living care facilities, collected food for Harvest Hope, Pennies for Patients, participated in Jump Rope for Heart, and Ed Venture Science Enrichment Program (Grade 3). Our extra-curricular programs this year included Eagle Explorers (art, math, science club), Pyramids of Excellence (a girl's club), and Chorus.

Challenges faced by our school include funding for a certified academic math teacher, and a full-time science lab instructor.

It is our commitment and goal to continue to explore and implement innovative strategies to ensure that we meet the needs of all students.

Parthenia Satterwhite, Principal
Kerry Roberts, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	38	87	45
Percent satisfied with learning environment	78.9%	72.4%	67.4%
Percent satisfied with social and physical environment	78.9%	74.1%	75.0%
Percent satisfied with school-home relations	63.2%	78.8%	76.7%

*Only students at the highest elementary school grade level at this school and their parents were included.